

S
370.113
V25aec
1993



Biennial Evaluation

Adequacy, Effectiveness, and Coordination of JTPA and Vocational Education

Program Year 1990

Program Year 1991

MARCH 1993

Montana Council on Vocational Education

**Executive Management Building
1228 Eleventh Avenue
Helena, Montana 59620
(406)444-2964**

STATE DOCUMENTS COLLECTION

APR 09 2003

MONTANA STATE LIBRARY
JUL 5 1993
HELENA MONTANA 59620

MONTANA STATE LIBRARY



3 0864 1001 9038 1

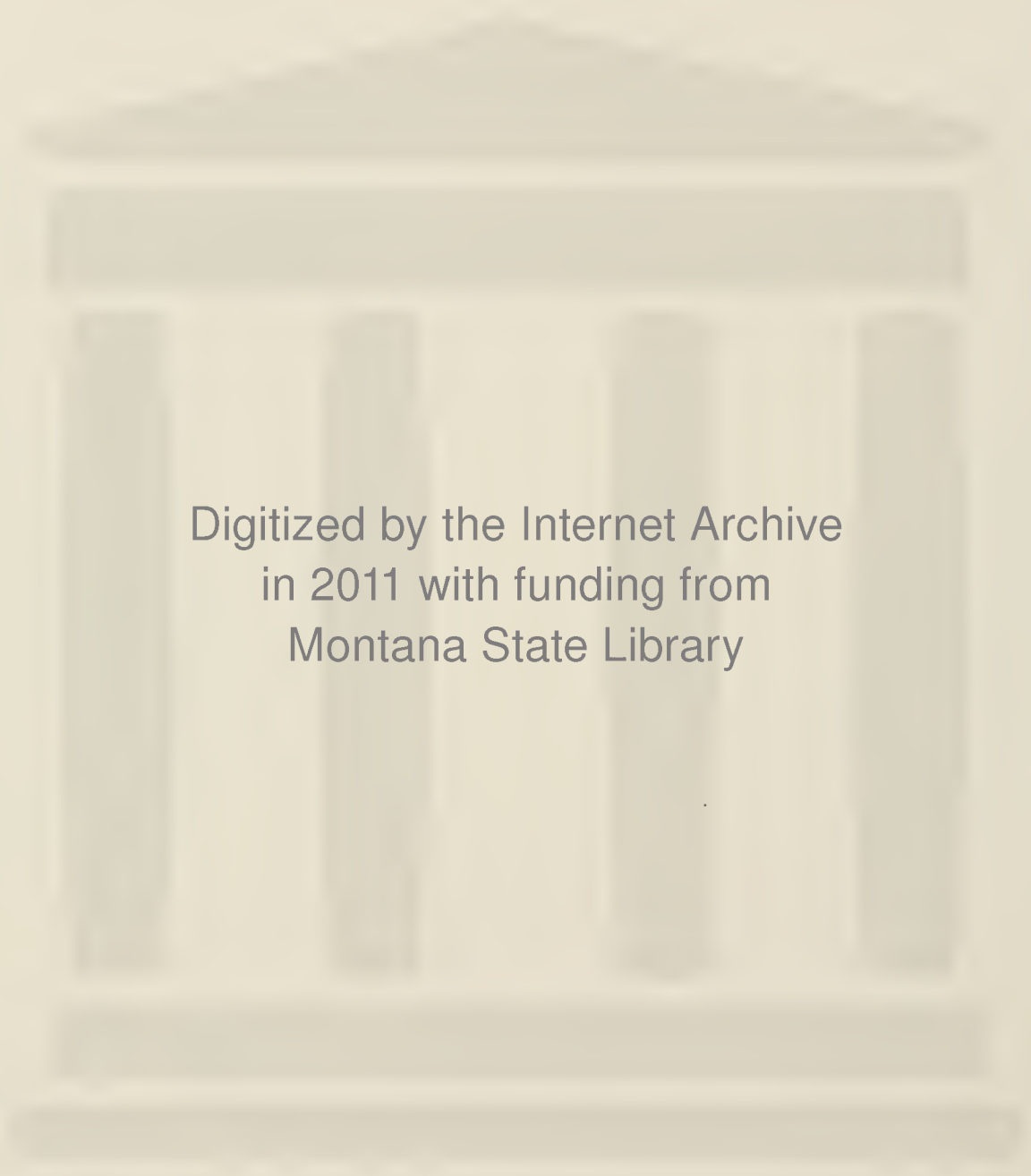
March 1, 1993

This report was prepared by Marjorie Reilly under contractual agreement with the Montana Council on Vocational Education.

Federal Funding Statement: Federal Vocational Education funds provided through P.L. 101-392, the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, were used by the Montana Council on Vocational Education to distribute this publication.

TABLE OF CONTENTS

	Page
Introduction	1
Summary	2
Commendations	5
1991 Recommendations & Responses	6
1993 Recommendations	8
Federal Legislation	10
Commonalities and Differences	12
Structure and Organization	13
Provisions for Coordination	16
Coordination Effort and Activities	20
JTPA Activities	24
Study Results	28
<u>Appendices</u>	
A - JTPA Performance - PY 1990	39
B - JTPA Performance - PY 1991	41
C - JTPA Client Characteristics - PY 1991	43
D - JTPA and State Job Training Funding Flow Chart	45
E - Summary, JTPA Expenditures & Service	46
F - 8% Education, Program Year 1990	48
G - 8% Education, Program Year 1991	49



Digitized by the Internet Archive
in 2011 with funding from
Montana State Library

<http://www.archive.org/details/biennialevaluati1993mont>

INTRODUCTION

Biennial Report Requirements

The Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990, Public Law 101-392, mandates State Councils on Vocational Education to evaluate coordination between the Job Training Partnership Act (JTPA) and vocational education as follows:

Section 112(d): "...each State Council shall--
(10) (A) evaluate at least once every 2 years--
(ii) the vocational education program delivery system assisted under the Job Training Partnership Act, in terms of such delivery systems' adequacy and effectiveness in achieving the purposes of each of the 2 Acts, and (iii) make recommendations to the State board on the adequacy and effectiveness of the coordination that takes place between vocational education and the Job Training Partnership Act; ...and...(D) advise the Governor, the State board, the State job training coordinating council, the Secretary, and the Secretary of Labor regarding such evaluation, findings, and recommendations."

This evaluation for the years July 1, 1990-June 30, 1992 utilizes the common evaluation elements established by the National Association of State Councils on Vocational Education (NASCOVE).

This report contains data and information gleaned from records and published reports of the Montana vocational education and JTPA delivery systems assisted under the Carl D. Perkins Vocational Education Act of 1984 (Perkins Act) and the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 (Perkins Amendments), and the Job Training Partnership Act (JTPA).

The Perkins Act was in force during the first year covered by this report with the Perkins Amendments replacing that Act during the second year covered by this report.

Additional information was collected from a survey of personnel involved in vocational education and JTPA as well as personal interviews.

SUMMARY

Mandate

State Councils on Vocational Education are mandated by the Perkins Amendments to evaluate the vocational education delivery systems assisted under the Perkins Act and the Job Training Partnership Act in terms of their adequacy and effectiveness in achieving their respective purposes.

State Councils are also required to assess the coordination of activities funded by these federal acts. From these evaluations the State Councils develop recommendations intended to improve the practices, policies, and activities within the state to improve the delivery of vocational education and JTPA services to adults and youths who need these services.

Scope of Report

This report addresses the two areas outlined above for the period July 1, 1990-June 30, 1991 (program year 1990) and July 1, 1991-June 30, 1992 (program year 1991).

Adequacy of JTPA Performance

Examination of the data provided by the Research, Safety and Training Division of the Department of Labor and Industry and Montana Job Training Partnership, Inc., reveals that the programs operated by the Balance of State and Concentrated Employment Program service delivery areas and statewide programs met the intent and purposes of JTPA. With a few exceptions, all state and federal performance standards were met or exceeded for the two years covered by this report, as follows:

- Title IIA, Adult: BOS and CEP met or exceeded two standards for PY 1990 and PY 1991. Data on the third standard was not available. In addition, both areas exceeded the adult barriers and economic development standards for both years.
- Title IIA, Adult Welfare: BOS and CEP met or exceeded two standards for PY 1990 and PY 1991. Data on the third standard was not available.
- Title IIA, Youth: BOS and CEP met or exceeded both standards for PY 1990 and PY 1991. In addition, both areas exceeded the youth barriers standard for both years.
- Title IIB, Youth: Neither BOS nor CEP met the standard for PY 1990 and PY 1991.

SUMMARY

- Title III, Dislocated Worker (EDWAA): Formula and discretionary programs met or exceeded the standard for PY 1990 and PY 1991.
- 3% Older Worker: All three standards were met or exceeded for PY 1990 and PY 1991.
- Title IVC, Veterans: The standard was met for PY 1990 and PY 1991.

(Please refer to Appendices A and B for a summary of the performance standards and accomplishments for program years 1990 and 1991.)

Special populations for whom targeted goals were set included female, economically disadvantaged, adults 55 and over, minorities, handicapped, offenders, school dropouts, displaced homemakers, veterans, unemployment compensation claimants, and WIN/AFDC registrants. Goals were met in PY 1991 with a few exceptions. Adults age 55 and over, veterans, Blacks, and Asian/Pacific Islanders were under-served in both SDA's. American Indian/Alaskan Natives and school dropouts were under-served in the BOS area. Data was not available for the category of economically disadvantaged.

(Please refer to Appendix C for a summary of service to populations with serious barriers to employment.)

Sanctions were not applied to any operator during the two years covered by this report; nor were there any unresolved audit costs.

The reported performance of the JTPA program in Montana for the past two years assures that the program is adequate and effective in achieving the purpose of the Act.

A major portion of this report deals with the adequacy and effectiveness of the coordination between JTPA and vocational education.

Adequacy of Coordination

Coordination and cooperation between and among agencies who provide education and training to citizens in Montana is important. It is especially important since Montana is a large, sparsely populated state. Access to services is difficult in rural areas because of location, distance and a lack of public transportation.

SUMMARY

It takes a great deal of coordination and cooperation at the state, area and local levels to fully utilize the resources that are available to serve the youth and adults in need of training and education.

The structures and provisions for coordination at the service delivery area and state levels are in place. A great deal of sharing takes place through the planning process for development of the State Plan for Vocational Education, guidance of the Governor's Goals for JTPA, and through planning efforts of the two JTPA administrative entities, Montana Job Training Partnership, Inc., and the Research, Safety and Training Division of the Department of Labor and Industry.

Additional coordination efforts and activities that take place between vocational education and JTPA include:

- Memberships and cross-memberships at the service delivery area/state level
- Montana Council on Vocational Education (MCVE) evaluations
- JTPA application reviews and monitoring
- Education grant reviews and monitoring

MCVE Determination

The Montana Council on Vocational Education has determined that the coordination between vocational education and JTPA is adequate and effective in achieving the purposes of the Acts.

COMMENDATIONS

Commendation #1

The Montana Council on Vocational Education expresses appreciation to the many citizens in Montana who volunteer their valuable time and expertise to serve on local, area and statewide vocational education and JTPA councils, boards and committees in an effort to coordinate services to Montana youth and adults in need of training or education.

"Thank You"

Commendation #2

JTPA program operators in both service delivery areas, Balance of State and Concentrated Employment Program, and for statewide programs, are commended for the attainment of all JTPA performance standards, with the exception of Title IIB Summer Youth, in program years 1990 and 1991.

Congratulations!

Commendation #3

Respondents to the coordination survey mailed by the Montana Council on Vocational Education are commended for their commitment to improving the coordination between JTPA and vocational education by sharing their opinions and comments with the council and improving the survey rate of return from 30% in 1991 to 53% in 1993.

**Thank You for
Sharing!**

1991 RECOMMENDATIONS & RESPONSES

Four recommendations were made by the Montana Council on Vocational Education in its Biennial Evaluation of the Adequacy, Effectiveness, and Coordination of JTPA and Vocational Technical Education, for fiscal years 1989-90.

Those recommendations, and responses to the recommendations, are as follows:

1991 Recommendation #1 To the Governor

Responses

"It is recommended that the Governor consider appointing a representative of vocational education to the Job Training Coordinating Council (JTCC)."

Response: This recommendation was discussed by the former Governor and JTCC. However, since there were no vacancies on the board, no appointment was made. At the present time, there are two vacancies on the board and consideration will be given to the above recommendation when filling the vacancies.

1991 Recommendation #2 to the PIC's

"It is recommended that the Balance of State and Concentrated Employment Program Private Industry Councils consider adjusting performance standards for program operators who serve a majority of clients with "multiple barriers". This would include a standard definition for multiple barriers and "a majority"."

Response: Discussion regarding adjusting performance standards was held by the councils. However, a formula or method for adjusting standards by increasing standards for some operators in order to decrease standards for other operators was not developed and no adjustments were made.

1991 RECOMMENDATIONS & RESPONSES

1991 Recommendation #3 to the U. S. Departments of Labor and Education

"It is recommended that the U. S. Departments of Labor and Education press for legislation and/or change regulations for JTPA and vocational education to (1) provide for adequate funding and funding stability to serve all clients in need, (2) allow greater flexibility of funding so that funds can be adapted to local needs, and (3) provide incentives to local JTPA operators and vocational education institutions that combine and share resources."

Response: No response was received from the U. S. Department of Labor or the U. S. Department of Education.

1991 Recommendation #4 to the JTCC and the PIC's

"It is recommended that the Job Training Coordinating Council and Private Industry Councils continue to encourage all job trainers and vocational educators to increase coordination between vocational education and JTPA."

Response: The JTCC and Private Industry Councils have continued to encourage coordination through council action, including the Request for Proposal process and monitoring efforts. In addition, a staff member of Montana Job Training Partnership, Inc. is a member of the 8% Task Force and has developed a formal agreement with the Office of Public Instruction.

1993 RECOMMENDATIONS

Recommendation #1

To the Governor

The Montana Council on Vocational Education encourages the Governor to appoint a representative of vocational education to the Job Training Coordinating Council.

Rationale: Since the Job Training Coordinating Council makes recommendations regarding 8% Education programs and because the new Job Training Reform Amendments of 1992 continue to place even greater emphasis on education services, the Council feels the expertise of a representative from this field would be of assistance in making recommendations for this program.

Recommendation #2

To OPI & CHE

It is recommended that vocational education monitoring instruments include a section to monitor coordination efforts that are taking place between JTPA and vocational education.

Rationale: The Montana State Plan for Vocational Education in Accordance with the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 makes provision for coordination with other programs, including the Job Training Partnership Act. Local applications for Perkins funds also request applicants to describe coordination provisions. Including a section on coordination efforts in the vocational education monitoring instrument would document coordination efforts of vocational education providers.

Recommendation #3

To OPI & CHE

It is recommended that the Annual Performance Report for the State of Montana's Carl D. Perkins Vocational Education Act Funds specifically address coordination efforts.

Rationale: Including a section on coordination efforts in the annual performance report would further document and emphasize coordination efforts of vocational education providers.

1993 RECOMMENDATIONS

Recommendation #4

It is recommended that the Job Training Coordinating Council and Private Industry Councils continue to encourage all job trainers and vocational educators to increase coordination between vocational education and JTPA.

**To the JTCC and
the PIC's**

Rationale: Survey responses and other data continue to indicate (1) a lack of secondary/post-secondary vocational education participation in the JTPA RFP process (other than 8% education programs), (2) a minimal amount of joint JTPA/vocational education planning at the local level other than grant/plan "sign-offs", and (3) a lack of membership or knowledge of membership/cross-memberships between vocational education and JTPA.

Recommendation #5

It is recommended that the Board of Regents of Higher Education explore ways to make training at public post-secondary institutions more compatible with the needs of JTPA program operators, i.e., training that is short-term, open-entry/open-exit, more responsive to needs of employers, flexible in responding to changing labor market supply and demand, and up-to-date and focused on new technologies.

**To the Board of
Regents**

Rationale: Survey responses indicate that there is a growing concern among JTPA program operators that vocational education is becoming less responsive to the needs of JTPA. Please refer to the "Study Results" section of this report for additional information regarding program operator concerns.

FEDERAL LEGISLATION

Job Training Partnership Act

The purpose of the Job Training Partnership Act (P.L. 97-300) is "... to establish programs to prepare youth and unskilled adults for entry into the labor force and to afford job training to those economically disadvantaged individuals and other individuals facing serious barriers to employment, who are in special need of such training to obtain productive employment."

The 1982 federal legislation provides the framework, structure and financing for JTPA. State and local systems have the authority and flexibility to fund programs that work best in their localities.

Title I sets up the state and local delivery system and addresses general program and administrative issues that delineate the public/private partnership.

Title II of the Act authorizes funding and sets requirements for service delivery area (SDA) training services for disadvantaged youth and adults. Title IIA programs include training and support activities for adults, youths, displaced homemakers and adults with disabilities. Title IIB pertains to the Summer Youth Employment and Training Program. The majority of the funding flows through this title.

Title III, Economic Dislocation and Worker Adjustment Assistance Act (EDWAA), provides retraining, basic re-adjustment services and supportive services for dislocated workers.

Title IV establishes funding requirements for federally-administered programs serving Native Americans, migrant workers, veterans and Job Corps participants.

Title V contains miscellaneous provisions and training-related changes to other federal laws. These amendments promote coordination in the employment and training system.

FEDERAL LEGISLATION

Vocational Education operated under the Carl D. Perkins Vocational Education Act of 1984 during the first year of this report. During the second year, the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990, P.L. 101-392, was enacted in September 1990 and became effective July 1, 1991.

Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990

The purpose of the Perkins Amendments is "...to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population. This purpose will principally be achieved through concentrating resources on improving educational programs leading to academic and occupational skill competencies needed to work in a technologically advanced society."

Title I provides basic grants to local education agencies, area vocational-technical schools and post-secondary institutions.

Title II provides detailed information on basic state grant requirements.

Title III provides support for special programs, including community-based organizations, consumer and homemaking education, career guidance and counseling, business-labor-education partnerships, tech-prep education, facilities improvement and equipment acquisition, community education employment centers, lighthouse schools and tribal-controlled post-secondary vocational institutions.

Title IV provides for national programs, including a national assessment of vocational education programs assisted under this act.

Title V contains general provisions.

COMMONALITIES AND DIFFERENCES

Commonalities

Both of the federal acts are intended to prepare youth and adults for entry or re-entry into the work force. Disadvantaged and handicapped youth and adults are included as a high priority under both acts.

Other similarities include a state and local planning process, provisions for assistance in the economic development of the area, use of the same labor market information, accountability procedures, and requirements for state councils having a majority of private sector members.

Both acts provide for remedial services, skills instruction, supportive services, job counseling, hands-on experience and job placement.

Differences

Vocational education differs from JTPA in that it serves all types of youth and adults. JTPA services are targeted to those who are economically disadvantaged and have barriers to employment.

Each program is supported by a separate funding mechanism. JTPA receives almost all funding from the federal government, while vocational education receives approximately 5-10% of its funding from the federal level.

JTPA is a performance-driven program while vocational education is program driven. JTPA training tends to be short-term, often less than a year; while vocational education programs tend to be longer.

Private Industry Councils are responsible for only JTPA programs, while state and local education boards are responsible for a wide array of educational programs and activities.

JTPA has federally-mandated purposes; and although vocational education has some federally-mandated purposes through the federal legislation, the institutional mission takes precedence.

STRUCTURE AND ORGANIZATION

Job Training Partnership Act

In Montana, as in other states, the Governor is responsible for the management and oversight of JTPA programs. The Governor makes appointments to a state Job Training Coordinating Council (JTCC), and depends on council members for advice on carrying out the many state functions of JTPA. With a mix of public and private members, and chaired by a private sector representative, the JTCC advises the Governor on policy directions and the oversight of JTPA programs.

Job Training Coordinating Council

The Research, Safety and Training Division (RSTD) of the Montana Department of Labor and Industry acts on behalf of the Governor as the grant recipient and administrative entity for the 22% portion of Title IIA funds and 40% portion of EDWAA administered by the JTCC. Additionally, the RSTD's Apprenticeship and Training Bureau provides staff support of the JTCC.

Staff support includes (1) preparing the Governor's Coordination and Special Services Plan, (2) recommending and coordinating state policy implementation, (3) ensuring adherence to employment and job training goals, (4) requesting and rating Request for Proposals (RFPs), (5) negotiating grants with program operators, and (6) evaluating employment and training programs in the State.

The Governor, with the advice of the JTCC, has designated two service delivery areas within Montana. Over three-fourths (almost 85%) of Title II and Title III funds are passed directly to the two areas.

Service Delivery Areas

Montana's SDA's are also designated as Substate Areas (SSAs) and have an additional responsibility of administering a portion of the Title III Dislocated Worker funds.

Montana Job Training Partnership, Inc. (MJTP) serves as grant recipient and administrative entity for the service delivery areas. MJTP, on behalf of the SDA's and their Private Industry Councils, administers the job training plans, provides oversight and program evaluation; and provides technical assistance to program operators as needed.

STRUCTURE AND ORGANIZATION

CEP SDA

The Concentrated Employment Program (CEP) area consists of ten contiguous counties--Beaverhead, Broadwater, Deer Lodge, Granite, Jefferson, Lewis and Clark, Madison, Meagher, Powell and Silver Bow. The Council of Commissioners is comprised of one representative from each of the ten counties. The Council of Commissioners appoints the 17-member Private Industry Council. Each of the ten counties is allowed one private sector representative. The remaining seven members represent community-based organizations, education, economic development, rehabilitation agencies, organized labor and the public employment service.

The CEP has the role of establishing policies and program design to carry out the intent of JTPA. The PIC chooses service providers, through a Request for Proposal (RFP) process, to carry out the programs in local communities.

BOS SDA

The Balance of State (BOS) area consists of the remaining 46 counties in Montana. The BOS Council of Commissioners is comprised of one representative from each of the BOS's ten Montana Association of Counties (MACo) districts plus the executive director of MACo, who is a non-voting member. The Council of Commissioners appoints ten private sector members to the BOS's 16-member Private Industry Council. The remaining members represent community-based organizations, education, economic development, rehabilitation agencies, organized labor and the public employment service.

Together, the Council of Commissioners and the Private Industry Council form the 26-member Balance of State Joint Council. The Joint Council functions as the primary body for establishing policies and programs for the BOS area. The Joint Council also chooses service providers to carry out the programs in local communities through an RFP process.

(Please refer to Appendix D for the JTPA and State Job Training Funding Flow Chart.)

STRUCTURE AND ORGANIZATION

Vocational Education

The Montana Board of Regents of Higher Education has been assigned the sole state agency responsibility for the Carl D. Perkins Vocational Education Act, and subsequent amendments, by the Montana State Legislature as codified in Section 20-15-102(1), MCA. This agency, as the State Board for Vocational Education in accordance with the Perkins Amendments, has the responsibility for development and implementation of the State Plan for Vocational Education and for the administration of activities relative to the Perkins Amendments.

Board of Regents

The Board of Regents, in accordance with the Perkins Amendments and Montana State law, contracts with the Superintendent of Public Instruction for the administration and supervision of K-12 vocational education programs, services, and activities in concert with the State Plan. These administrative and supervisory services include review of secondary level proposals for the use of Perkins funds, administrative management of projects funded at the secondary level, Perkins performance reviews, and civil rights monitoring activities required by the Office of Civil Rights of the U.S. Department of Education.

Office of Public Instruction

The Office of Public Instruction, in concert with the Board of Regents, used a formal process of notification and response to requests for proposals for the first year of this report. Distribution for special population funds was a two-step procedure consisting of expanded eligibility followed by allocation determined by need. Other funds were distributed on a competitive proposal basis.

During the second year of this report, basic grant funding to schools was made via a formula based on a three-year local application process (program years 1992-1994). Local educational agencies that did not submit three-year local applications by the state set deadline had an additional opportunity to submit an application for the remaining two program years, i.e., 1993 and 1994. Other project funds, including gender equity, single parents/displaced homemakers/single pregnant women, state leadership, community-based organizations, consumer and homemaking education, and corrections plans, were funded through a competitive process.

PROVISIONS FOR COORDINATION

Governor's Goals

Section 121 of the JTPA act requires the Governor to annually prepare a statement of goals and objectives for job training and placement programs in the state and to assist the service delivery areas in preparation of their plans. These goals and objectives are intended to provide direction and assistance to those planning and operating JTPA programs.

Montana's Mission Statement, as stated in the Governor's Job Training Goals for Program Years 1990-91, is: "The Job Training Coordinating Council (JTCC) will develop a coordinated, focused state plan to provide the best possible employment opportunity for untrained workers, dislocated workers, economically disadvantaged individuals and those with multiple barriers to employment through training programs which enhance economic development activities and coordinate with education and human service agencies in the state."

In addition to goals for targeting services, economic development, quality programs, dislocated workers and education, the Governor's Statement contains a coordination goal and sub-goals, as follows:

Coordination Goal

"To encourage and monitor cooperation among all agencies and programs affecting job training and placement. These organizations include vocational rehabilitation, local and state agencies, job service offices, community-based organizations, educational institutions, vocational education, advocacy organizations, local government, organized labor, and business organizations."

Sub-Goals

"a. Negotiate and implement Cooperative Agreements between JTPA and associated agencies such as Private Industry Councils, Department of Social and Rehabilitation Services, Office of Public Instruction, and Board of Regents."

PROVISIONS FOR COORDINATION

- b. Conduct joint planning meetings with other job training councils and economic development organizations.
- c. Solicit input on coordination for the Governor's Coordination and Special Services Plan.
- d. Communicate the necessity of making economic development a common mission of all government agencies.
- e. Maximize the use of existing facilities (plants and programs).
- f. Develop a checklist for JTPA applicants listing existing state services.
- g. Encourage and provide opportunities to expand the involvement of business, labor, and program operators in job training programs for placement of JTPA enrollees into permanent jobs."

State Plan for Vocational Education

Section J of the Montana State Plan for Vocational Education in Accordance with P.L. 101-392, the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, outlines joint planning and coordination of programs. Section 1 contains the following coordination provisions regarding the Job Training Partnership Act:

Vocational Education Plan Goals

"Even though there is no federal requirement that the Job Training Coordinating Council of a state seek State Board review of the plan to use JTPA funds, it is the policy of the Montana JTCC that the State board be asked to review its plan for the use of JTPA funds in Montana. There are also a series of other established linkages between the administration of both federal programs in Montana:

PROVISIONS FOR COORDINATION

- The Montana State Plan for the use of Perkins funds, and any of its subsequent amendments, are submitted to the JTCC for comment prior to submission to the Office of Adult and Vocational Education;
- There is a JTCC member on the Montana Council for Vocational Education (MCOVE) who actively participates in planning for both vocational education and job training services in Montana;
- There is MCOVE representation on both of the state's PIC's, as well as a representative of vocational-technical education; and
- The Office of Public Instruction administers section 123 JTPA funds and state-level K-12 vocational education activities in the same division. JTPA and Perkins funds are used to jointly fund projects at the local level such as "Jobs for Montana Graduates." Both JTPA and Vocational Education officials serve on the State Occupational Information Coordinating Committee -- the State Director for K-12 Vocational Education currently chairs the Montana SOICC. JTPA and Perkins funds jointly support the Montana Career Information System, which provides Montana-specific education and training information for occupations in Montana and the region."

8% Education RFP

The Office of Public Instruction issued a Request for Proposal for 8% Education programs for PY 1990. These projects were extended by the JTCC through PY 1991. The proposals required prospective operators to develop and maintain coordination with educational institutions, job training programs, vocational training programs and service deliverers. They also had to identify related training programs available in the community and coordination arrangements to ensure non-duplication of services. They also were asked to describe how they planned to coordinate with other community organizations.

PROVISIONS FOR COORDINATION

The RFP issued for JTPA programs by the administrative entities for service delivery area programs and statewide programs asked prospective operators to detail coordination efforts with other agencies, including vocational education agencies. They were also requested to describe formal agreements negotiated with appropriate agencies.

JTPA RFP

Subgrants were developed with program operators based on information submitted in the RFP, including coordination provisions. These provisions were monitored as a part of the ongoing monitoring and evaluation procedure.

Coordination efforts also include joint program planning, program operator training and technical assistance, shared input and resources for media campaigns, ad hoc committees and task forces, and a management information system shared by both JTPA administrative entities.

One section of the application for Perkins Funds basic grants, Section V, requests applicants to describe methods used to coordinate vocational education services with relevant programs conducted under JTPA, including cooperative agreements established with PIC's, in order to avoid duplication and to expand the range of and accessibility to vocational education services.

Vocational Education Applications

Applicants were also requested to describe coordination efforts with other agencies, including community-based organizations, parents and students, special education and vocational rehabilitation.

The annual report form for Perkins funds requests recipients to document how they coordinated project activities with other agencies, including PIC's.

RFP's for the competitive grants also required applicants to coordinate with other agencies in the community.

COORDINATION EFFORTS AND ACTIVITIES

Memberships

Coordination efforts included the following memberships and cross-memberships at the service delivery area/state level:

- Executive Director, Montana Council on Vocational Education, serves on Concentrated Employment Program Private Industry Council
- Vocational-Technical Center Director serves on Balance of State Private Industry Council and on the Montana Council on Vocational Education
- School Administrator serves on Concentrated Employment Program Private Industry Council
- Montana Council on Vocational Education member serves on Job Training Coordinating Council

MCVE Review of JTPA Education Grants

The Guidelines for Review of JTPA State Education Coordination Grants utilized by the Montana Council on Vocational Education address the degree of cooperation and coordination between service deliverers and educational institutions. The guidelines also monitor the degree of flexibility of established vocational education programs in meeting the needs of JTPA participants, problems encountered in obtaining or executing agreements and efforts made by the Office of Public Instruction to encourage and provide adequate technical assistance in coordinated program delivery.

OPI 8% Education Monitoring Guide

The Subgrant Monitoring Guide, Job Training Partnership Act 8% State Education Coordination Training Programs, developed in December 1990, by the Office of Public Instruction, specifically addresses coordination, linkage arrangements with other community providers of training services, duplication of services, and involvement of private industry, political leaders and education institutions in the development of training programs.

JTPA Monitoring Guide

The Montana Job Training Partnership Act, Program Monitoring and Evaluation, Guidebook addresses coordination through a host of questions, including the following specific coordination questions:

- How do you prevent duplication of services with other agencies?
- Describe your coordination and linkages with other community agencies.
- What interagency agreements are in place?

COORDINATION EFFORTS AND ACTIVITIES

The Annual Performance Report for the State of Montana's Carl D. Perkins Vocational Education Act Funds in Program Year 1991 did not specifically address coordination between vocational education and other service providers.

Perkins Annual Performance Report

Several examples of coordination were contained in the Perkins performance report and other JTPA and vocational education reports, as follows:

Montana uses an unique service delivery system for the single parent/homemaker/single pregnant woman set aside. The displaced homemaker centers provide services to all areas in Montana, including a number of successful outreach programs to meet the needs of the more rural areas of the state. Although all centers do participate on a competitive basis with others in the RFP process, preference is given to services provided through the Montana Displaced Homemaker Network (MDHN). Services include self-esteem and prevocational training and assessment, computer literacy training, high-tech office training, day care support services, job seeking strategies and career planning training.

Montana Displaced Homemaker Network

The network meets annually to coordinate services throughout the state. Two projects that support this coordination of services were funded using 20% set aside funds for state leadership--one for joint support with JTPA of semi-annual coordination and training meetings, and one for a rural outreach program to provide computer literacy training.

The majority of the MDHN centers fund their activities with a combination of federal, state and local funds. The centers receive JTPA and Perkins funds as well as state funds derived from a portion of the state's unemployment insurance collections. Some centers receive local funding from United Way. The variety of funding sources allows the centers to meet a comprehensive set of service needs of the designated population.

All displaced homemakers centers receiving funds in program year 1991 gave priority to serving economically disadvantaged single parents, homemakers and single pregnant women.

COORDINATION EFFORTS AND ACTIVITIES

MCIS

The Montana Career Information Service (MCIS) received funding from Perkins personnel development funds and JTPA 8% Education.

Perkins funds were used to fund four workshops on the effective use of state-based career information. The purpose of the workshops was to help individual counselors use the career information system effectively and integrate it into their programs focusing on essential mechanics and skills. Forty high school counselors, teachers and administrators attended the workshops held in four locations in the state.

The JTPA funds were used to support the system. The overall goal was to strengthen the capability of the MCIS to support the career information services provided by JTPA program operators.

Action for Eastern Montana

Action for Eastern Montana conducted a project which provided career awareness workshops for 36 youth in eastern Montana towns. The purpose was to extend some of the JTPA activities (i.e., literacy screening, remediation and career awareness) to youths who have needs for these activities but who do not meet JTPA eligibility guidelines.

Ten to fifteen non-JTPA eligible vocational education students received career awareness basic training. Approximately 120 students received job search skills training and career counseling throughout the school year. Both groups were screened for literacy in reading and math. Topics covered included information on completing job applications, job interview techniques, communication skills, job market trends, non-traditional careers and job retention skills.

Career Futures, Inc.

One PY 1991 project funded at the post-secondary level provided career awareness and development programs to a total of 90 participants. Participants included non-traditional students, displaced homemakers, single parents, women, minorities, economically disadvantaged persons and gave special consideration to educational disabled youths.

COORDINATION EFFORTS AND ACTIVITIES

Four three-hour workshops were presented once every three months in Butte and four outlying rural communities of Anaconda, Deer Lodge, Whitehall and Philipsburg. Assertiveness training and the current job market and placement trends in Montana in the five-county area were presented. The presentations were made in association with local community services, such as Job Service offices, welfare offices, high schools and the Small Business Administration. Pre- and post-tests were given to workshop participants to measure grasp of the materials presented. Both a 45-day and a 90-day follow-up were conducted.

In the spring of 1992, the Department of Labor and Industry, together with the Department of Social and Rehabilitation Services and the Office of Public Instruction, developed a program using funds from JTPA Title IIA Youth, Job Opportunities and Basic Skills (JOBS) and education. The program, initiated in July 1992, enables parenting teens to either complete high school, attain a GED certification or gain employment competencies. To date, approximately 30 participants have participated in two sites.

Parenting Teens

The program is managed by Montana Job Training Partnership, Inc. MJTP allows program operators, chosen from competitive proposals, to use current IIA funds to serve this extremely hard-to-serve target population. The education department is making teachers available and JOBS offers supportive services and counseling to help participants. The Department of Labor and Industry looks forward to more coordinated programs to bring job training to those participants most in need of services.

Coordination is addressed in a section of the Montana Job Training Coordinating Council, Job Training Partnership Act, Annual Report to Governor Marc Racicot, June 1991-July 1992. The report states that coordination and cooperation continue to be a priority goal for the council and reviews the coordination that did take place between the council and other agencies. Examples of coordination include JOBS training for welfare recipients, dislocated worker unit for statewide rapid response, cooperative agreement for education coordination, review of several agency plans, annual planning sessions, and other meetings.

JTCC Annual Report

JTPA ACTIVITIES

Adult Programs

The Montana Job Service continued to serve as the largest adult program operator with offices in 23 communities. Adult clients are economically disadvantaged persons 16 years of age and older. Displaced homemaker programs continued to serve this group of displaced workers in 11 centers in Montana. The Montana Department of Social and Rehabilitation Services continued to be the state's major provider of employment and training for handicapped persons in the Balance-of-state area, with offices in seven cities. In addition, an adult learning center was funded in the CEP area.

Adults participated in a variety of activities. Most popular were employment and training activities (including counseling and job assessment and development), classroom training and non-Title II training, on-the-job training, and World of Work (job hunting). Other activities included work experience, basic skills, and other activities. Services provided included outreach, remedial education, job counseling and supportive services.

Nearly 2,125 adults were served in PY 1991, with 940 placed in jobs with an average hourly wage at placement of \$6.40. In PY 1990, 2,248 adults were served and 1,060 were placed in jobs with an average wage at placement of \$5.92.

(Please refer to Appendix E for summaries of JTPA expenditures and services for the two program years covered by this report.)

Youth Programs

Ten human resource development councils and local Job Service offices in 23 communities provided year-round youth programs. A major emphasis of youth programs is to keep youth in school or return them to school.

Activities that were popular for youth included employment and training activities, classroom training, work-experience, on-the-job training (BOS area), try-out employment (CEP area). Other activities included World of Work, basic education, and other activities. Services provided included outreach, remedial education, job counseling and supportive services.

JTPA ACTIVITIES

In PY 1991, 1,111 youth were served with 534 entering employment and 422 obtaining employability enhancements. In PY 1990, 1,231 youth were served with 566 entering employment and 366 obtaining employability enhancements.

Summer Youth Employment and Training Programs were operated by the ten human resource development councils for eligible youth aged 14 and over to introduce them to the world of work. The program's goal is to keep youth in school, or encourage them to return to school, while providing them with work experience.

Summer Youth Programs

The program also offered a literacy component in recognition of the importance of basic education skills in preparing youth for employment and further education.

Over 1,470 youth were served in the program during the summer of 1991 with 934 attaining a positive termination. During the 1992 summer, 1,798 youth were enrolled and 516 of those were terminated positively. Montana Job Training Partnership, Inc., reports that positive terminations are under-reported for 1991 and 1992 due to inaccurate counting by their Management Information System.

The purpose of the Title III Dislocated Worker Assistance (EDWAA) program is to help dislocated workers quickly re-enter the labor force. There are no income requirements for eligibility into the program. Dislocated workers can be served by programs which provide skills evaluation, career counseling, and job training and retraining. On-the-job training and relocation assistance are also available along with layoff survival workshops, motivational training, supportive services, and financial counseling. This transitional assistance also attempts to move workers from declining industries into industries that are projected to have stable employment prospects.

EDWAA

In Montana, 50% of EDWAA funds are distributed to the state's two SubState Areas (SSAs) based on formula, 10% to the SSAs based on need, and 40% is distributed at the Governor's discretion. The Governor's Discretionary funds were allocated for both program years for rapid layoff assistance response and readjustment and retraining services to dislocated workers.

JTPA ACTIVITIES

Montana had two dislocated worker program operators; the Montana State AFL-CIO and Montana Job Service.

In PY 1991, 1,553 people were served in formula and discretionary programs; 694 were placed in jobs at an average wage at placement of \$10.00. Of the 1,665 people served in PY 1990, 854 were placed in employment at an average wage at placement of \$9.39.

Governor's Set-Aside Programs (22%)

3% Older Worker

Older worker programs were provided by nine program operators throughout the state, including seven HRDC's, Butte's Career Futures, and the Great Falls YWCA.

Services for unemployed people age 55 or older included employability assessment, vocational skills training and retraining, on-the-job training, confidence building and job search skills.

In PY 1991, 120 persons were served; 70 were placed in jobs with an average hourly wage of \$5.73. One hundred fifteen persons were served in PY 1990, with an average wage at placement of \$5.89 for the 61 people placed in jobs.

6% Incentives & Technical Assistance

The Act stipulates that six percent of Title IIA funds are to be used to reward exemplary performance and to provide technical assistance. The JTCC and both PIC's established policies and administered six percent funds.

At the state level, some funds were provided for outreach and technical assistance to improve and enhance job training operations and labor market information. At the service delivery area level, Montana's two SDA's awarded incentive grants to Title IIA program operators who exceeded performance standards, allowing the operators to serve additional participants.

5% Audit & Administration

Five percent funds were used for audits and administration of programs under JTCC jurisdiction.

JTPA ACTIVITIES

Eight percent funds were used to carry out coordinated statewide education and training activities; 20 percent was used for program coordination and 80 percent, which must be matched, was used to provide education and training services directly to JTPA program participants. The Office of Public Instruction (OPI) received these funds and disbursed them to local communities in Montana. Some of the funds were also used to support the Montana Career Information System (MCIS).

8% Education

Services were provided to 1,101 persons in PY 1991 and 987 persons in PY 1990. Services included World of Work, basic education, job specific skills, dropout prevention, youth transition and outreach.

(Appendices F and G present information regarding the 8% Education programs for both years covered by this report.)

Federally Administered Programs

The Title IVC program assists veterans of United States military service in obtaining long-term employment through a variety of JTPA training programs. In PY 1990, the program was operated by the Montana Job Service and a human resource development council.

IVC Veterans

Veterans received services from counselors in job market information, veteran's benefits, education and training opportunities, supportive services, resume preparation, interviewing and job search techniques.

In PY 1991, 26 persons were served and 20 were placed in employment at an average wage of \$7.08. Twenty-four of the 37 persons served in PY 1990 were placed in employment at an average wage of \$7.20.

Title IV of JTPA also deals with federally-administered programs to serve Native Americans, migrant workers and Job Corps participants. This evaluation report does not address these programs.

Other Federally-Administered Programs

STUDY RESULTS

Purpose

The survey instruments were developed by the Montana Council on Vocational Education in cooperation with staffs from Montana Job Training Partnership, Inc., the Department of Labor and Industry, the Office of the Commissioner of Higher Education, and the Office of Public Instruction.

The purpose of the survey was to obtain perceptions of the different groups involved in vocational education and JTPA programs regarding (1) the vocational education program delivery system assisted under JTPA in terms of such delivery systems' adequacy and effectiveness in achieving the purposes of each of the 2 Acts, and (2) the adequacy and effectiveness of the coordination between JTPA and vocational education in Montana between July 1, 1990 and June 30, 1992.

Two surveys were developed, one for JTPA program operators and the other for secondary and post-secondary vocational education school administrators. The surveys essentially address the same issues. In addition, both administrative entities (Montana Job Training Partnership, Inc., and the Research, Safety and Training Division of the Department of Labor and Industry) and state-level secondary and post-secondary vocational education administrators (Office of Public Instruction and Office of the Commissioner of Higher Education) were also surveyed regarding coordination issues.

Audience

Surveys were mailed on January 12, 1993 with a January 29 return date. They were sent to the following:

- Montana Job Training Partnership, Inc.
- Research, Safety and Training Division, Department of Labor and Industry
- JTPA Program Operators, including 8% Operators
- Post-secondary Vocational Education Administrators
- Tribal Community College Administrators
- Selected Secondary Vocational Education Administrators
- Office of the Superintendent of Public Instruction
- Office of the Commissioner of Higher Education

STUDY RESULTS

In addition to the mailed survey, the contractor traveled to two cities and interviewed program operators and school personnel using the same survey instruments.

The survey yielded a 53% return, or 68 of the 129 surveys mailed or delivered. Some returns were only partially completed. The number of surveys sent, returned and the percent of return, by group, are listed in the table below.

Return

Survey Distribution/Return

Agency	No. Sent	No. Retd	% Retd
Program Operators & Administrative Entities	66	36	55%
Post-secondary Administrators, State and Local	9	7	78%
Selected Secondary Administra- tors, State and Local	47	23	49%
Tribal College Administrators	<u>7</u>	<u>2</u>	<u>29%</u>
Total	129	68	53%

JTPA administrative entities were queried regarding the RFP process. Both entities initiate the process by placing legal ads in all Montana daily newspapers, in addition to maintaining "RFP mailing lists". Both entities indicate that, other than proposals for 8% education funds, no public vocational education agency (i.e., tribal college, vocational-technical center, community college, or secondary school) applied for JTPA funds during the spring 1990 RFP process.

RFP Process

STUDY RESULTS

Identification of Education Institutions

When asked to identify education institutions in their area of service delivery at which skills training programs are offered, 100% of the 24 program operators returning the survey identified at least one education agency in their area. Since some of the program operators are located in more rural areas, the agency they identified was not always a local agency. They didn't always identify all public agencies in their area. Most often they indicated that they had utilized the agency noted for classroom training and basic education during the survey period.

They were also asked, if they had not used the identified agency(ies), why not. Even some of the operators indicating they had used the agency(ies) responded to this question. The most often cited reasons were: no need on operator's part, short-term JTPA goals versus long-term education goals, lack of open entry/open exit, incompatible schedules for courses/classes, outdated curricula--not geared to modern labor market, and lack of short-term, concentrated training.

The education agencies identified and cited most often were: vo-tech centers (29), secondary schools--mostly for basic education and GED preparation (20), public and private four-year colleges (18), other private schools--in and out-of-state (17), tribal colleges (7), and community colleges (6).

Other ways in which they coordinate with local vocational education providers include exchanging listings for job training/vocational education programs and services, membership on job training/vocational education and/or employment-related committees, client recruitment, and using education facilities, equipment or instructional personnel for training. They also indicated limited use of education institutions for work experience, tryout employment or cooperative education worksites.

Identification of Program Operators

While all post-secondary administrators identified at least one JTPA program operator in their area, only 11 of 21 secondary administrators responding to this question identified an operator in their area.

STUDY RESULTS

When asked if they had provided services to a program operator in their area, 8 of 23 secondary and 7 of 9 post-secondary administrators responded that they had provided services.

The most frequently cited services were providing classroom training and basic/remedial education. The administrators also cited conducting intake, assessment, counseling and referral, conducting job development, writing OJT contracts, and certifying eligibility for JTPA assistance. Less frequently cited were providing facilities and/or equipment or instructors for JTPA-funded programs the institution did not conduct itself, running Job Club/World of Work, and providing supportive services.

A majority of the schools, 12 of 22 secondary and 17 of 18 post-secondary, indicated their students had received services from JTPA. The services most often cited were summer employment and work experience. It was also indicated that students received counseling, remediation and tutoring during the school year.

Twenty-three of 31 administrators stated that they had applied for Perkins funds during the survey period. Fifteen of them indicated they consulted with or involved local program operators in an attempt to coordinate and enhance services to clients.

Planning Processes

More than half of the program operator respondents, 22 of 32, indicated that they had solicited input from local educational agencies regarding their planned JTPA services prior to completing their RFP process. This agrees with the perceptions of administrators, half of whom indicated that they had been contacted for input into the JTPA RFP process.

The varieties of planning involvement included formal and informal meetings--one-on-one and group, soliciting letters of support, membership on local planning committees, agreements of cooperation, and public meetings. Many indicated that planning was just one phase of their regular coordination process.

STUDY RESULTS

Coordination Issues

Coordination of the Perkins Act and JTPA planning processes at the state level occur on an informal basis. No formal commitments have been designed. Cross-memberships on vocational education and JTPA councils also facilitate the planning process. The vocational education plan is reviewed by the JTCC and PIC planning committees and comments, if any, submitted to vocational education agencies.

Eight-eight percent of program operators indicate that meetings have been held with education institutions to discuss coordination issues and areas of mutual interest. Approximately the same percent of post-secondary administrators agree that meetings have been held. However, only 43% of secondary administrators indicate that meetings have been held to discuss coordination issues.

Replies indicate two main reasons why there may be differences in this perception. First, post-secondary agencies are located in larger towns and often in towns that also house at least one JTPA program operator, while many secondary schools are in rural, somewhat isolated communities away from program operator headquarters. Also, secondary schools more often seem to be "receivers" of JTPA services, rather than "providers".

A wide variety of coordination takes place at the local level, ranging from informal, as-needed meetings to formal weekly network meetings.

Coordination issues include planning, transition services, youth dropout rates, how to retain and reach dropouts, training needs, job placement, client progress, alternative school enhancements, non-duplication of services, problem-solving, keeping communication lines open, non-traditional training, information on services and programs provided by various agencies, agency referrals, how to improve staff-to-staff dialogue, and curriculum changes.

STUDY RESULTS

Only nine of 30 administrators (5 of 22 secondary and 4 of 8 post-secondary) indicated that an official from their school district/post-secondary institution was a member of a local network involving vocational education, job training and/or other employment-related service providers. However, 25 of 36 responding program operators indicated membership on such a network. While it may be more difficult for schools in rural areas to participate in these networks, it would appear that this method of coordination should be explored as a means to strengthen coordination.

Local Networks

Few of the administrators had recommendations to program operators to assist vocational educators in providing and/or using JTPA services. A great many administrators commented that they feel they have a good working relationship with JTPA. Some of the more rural secondary administrators, however, indicated little knowledge of JTPA programs. Administrators commented that they would like to receive (or continue to receive) information on fund and program availability and JTPA eligibility guidelines.

Recommendations to Program Operators

Nearly 25 program operators made recommendations to vocational education providers to make their services more compatible to JTPA clients.

Recommendations to Vocational Educators

Many of the operators commented that the recommendations were not centered on a lack of coordination or cooperation from local vocational education providers. On the contrary, they feel that cooperation from local vocational educators is excellent.

However, they feel that the vocational education delivery system could become more responsive to meeting the needs of their clients. Areas of concern are:

STUDY RESULTS

■ Short-term Training

Short-term training is becoming less available at the centers; the training is now on a semester basis rather than a quarter basis; classes needed for a two-year program are often full, thus necessitating even more than two years for completion; there are too many pre-requisite and non-related classes; there is little or no open entry/open exit.

■ Training Programs

Training is inflexible and less responsive to the needs of the employer community; training is not able to swiftly respond to changing labor market needs; curriculum is outmoded and not responsive to modern labor market demands, i.e., low-demand programs such as welding, small engine repair, paralegal training, etc.

Training for clients in rural areas is very limited. Operators attempt to send clients from these areas to larger communities for training. However, several operators mentioned that housing for students is becoming a real problem, especially in the Helena area.

A few operators also responded that since both JTPA training and support of public vocational education schools come from "tax dollars", they felt JTPA clients should be charged a lower tuition rate.

Actions to Resolve Issues

There were few comments made, both by educators and program operators, regarding actions necessary at the Federal, state and/or local levels, to resolve any coordination issues. The most cited comment, as has been true in previous surveys, was for more federal dollars to serve more people. A majority of both program operators and educators commented that they feel they have a good working relationship.

A good many respondents indicated that both the JTPA and vocational education acts have some constraints, but they work together to minimize these constraints and provide programs for adults and youth in need of education and training.

STUDY RESULTS

State Level Coordination

Formal and informal coordination takes place at the state level among administrative entities and secondary and post-secondary vocational education administrators, including one-on-one meetings and memberships and cross-memberships on council committee/task forces and sub-committees.

Some of the coordination issues that are being discussed between JTPA and vocational education at the state level include use of common forms and definitions, duplication of effort, enrollment between titles and programs, sequential and concurrent enrollment, case management between agencies on behalf of clients, OPI staff cutbacks, and the use of 8% education funds.

Shared information at the state level occurs primarily through council membership and cross-membership and on an "as needed" basis. The Office of Public Instruction and Montana Job Training Partnership, Inc. have a formal agreement which states they will report to each other on programs and activities and report to the Legislature. The agreement also states that MJTP will be included on the 8% Education Task Force. The Research, Safety and Training Division also has a formal cooperative agreement with the Office of Public Instruction.

Planning for the JTPA 8% programs is done primarily by the Job Training Coordinating Council, with funds allocated to the Office of Public Instruction and distributed by a combination of formula and RFP. The Office of the Commissioner of Higher Education and Montana Job Training Partnership, Inc. have minimal input into this planning process. Priorities for 8% programs during the period covered by this report were basic education, dropout prevention, and World of Work.

STUDY RESULTS

Perceptions About Coordination

Tables on the following two pages indicate the perceptions of vocational education administrators, program operators, administrative entities, and state level vocational education administrators, as to factors which they feel either encourage or inhibit coordination at their level.

Vocational education and JTPA respondents tend to agree on the factors which they feel are major elements in encouraging cooperation. Vocational educators cite the top three factors, in ascending order, as mutual clients, common/similar goals and/or objectives, and informal agreements/communications or working relationships. JTPA respondents specify the top three factors, in ascending order, as personal relationships among staff of education and JTPA, common/similar goals and/or objectives, and mutual clients.

When this survey was done two years, vocational educators and JTPA personnel cited the most important factors as mutual clients and informal agreements, with common/similar goals ranking third.

There is considerable agreement between vocational education and JTPA staffs regarding the factors which they feel inhibit coordination. The top four factors cited by educators as being major obstacles to coordination, in ascending order, are insufficient resources (staff, time, etc.), lack of communication, geographic separation of programs, and restrictions on fund uses or eligibility. JTPA respondents rate the major obstacles, in ascending order, as insufficient resources (staff, time, etc.), restrictions on fund uses or eligibility, lack of communications, and perceived differences in goals and/or objectives.

These responses also agree with the survey done two years ago, in so far as insufficient resources and lack of communication being major inhibiting factors. Two issues which ranked higher two years ago, jurisdiction/turf issues and differences in the JTPA and vocational education systems, ranked relatively low in this survey.

STUDY RESULTS

JTPA operators and administrative entities (JTPA) and state and local vocational education administrators (VoEd) were asked to rate a list of factors which encourage coordination at their level as a "major factor", "minor factor", or "not a factor". The following table indicates the responses from these groups.

Contributors

Contributors						
Total VoEd=26 Total JTPA=36	Major Factor		Minor Factor		Not a Factor	
Activity	VoEd	JTPA	VoEd	JTPA	VoEd	JTPA
Mutual clients	18	28	1	6	3	0
Written agreements/memoranda of understanding	6	10	5	13	9	11
Informal agreements/communications or working relationships	14	26	6	8	2	0
Personal relationships among staff of Education & JTPA	12	30	4	4	5	0
Legislated coordination	2	8	10	17	6	9
Push from state/SDA JTPA agencies	5	7	12	18	5	8
Common/similar goals and/or objectives	15	29	6	3	2	2
Participation in planning activities	10	20	5	7	5	7
Close geographic proximity of programs	12	20	6	8	4	6
A prior history of coordination	10	18	8	11	3	5
Dwindling resources	13	20	5	9	2	5
Earmarked funds (e.g. JTPA 8% education)	8	14	4	10	7	9
Political/administrative support	6	6	10	13	4	12
Other	1	6	0	0	3	0

Note: Respondents did not reply to all questions.

STUDY RESULTS

Inhibitors

JTPA operators and administrative entities (JTPA) and state and local vocational education administrators (VoEd) were also asked to rate factors which inhibit coordination as a "major obstacle", "minor obstacle" or "not an obstacle". The following table indicates the responses from both groups.

Inhibitors						
Activity	Major Obstacle		Minor Obstacle		Not an Obstacle	
	VoEd	JTPA	VoEd	JTPA	VoEd	JTPA
Total VoEd=26 Total JTPA=36						
Lack of communications	7	11	7	7	10	16
Conflicting or dissimilar legislative mandates	2	4	9	15	9	14
Difficulty understanding vocational education program and legislative mandates	4	1	8	18	11	15
Insufficient resources (staff, time, etc.)	8	19	9	13	5	2
Perceived differences in goals and/or objectives	2	10	6	15	13	9
Fundamental differences in the structures of the vo-ed and JTPA systems	4	8	5	15	14	11
Personal relationships among staff of institution and JTPA	1	4	4	4	17	26
Jurisdiction/turf issues	3	4	5	6	13	24
Geographic separation of programs	6	8	5	7	11	19
Restrictions on fund uses or eligibility	5	12	9	16	8	6
Requirements related to client confidentiality	0	4	7	6	14	23
Lack of political/administrative support	2	6	3	9	15	20
Other	0	2	0	0	3	2

Note: Respondents did not all reply to all questions.

APPENDICES

APPENDIX A

JTPA PERFORMANCE - PY 1990

Category	Standard	BOS Perf.	CEP Perf.
<i>Title IIA</i>			
Adult Follow-up Entered Employment Rate	62.0%	66.8%	69.7%
Adult Weekly Earnings at Follow-up	\$182.75-\$191.76	\$214.32	\$224.90
Adult 26-week Follow-up Interim Research Standard	60.0%	*	*
Welfare Follow-up Entered Employment Rate	51.0%	57.2%	58.7%
Welfare Weekly Earnings at Follow-up	\$176.93-\$180.34	\$202.78	\$194.91
Welfare 26-week Follow-up Interim Research Standard	60.0%	*	*
Youth Entered Employment Rate	45.0%	62.0%	63.4%
Youth Employability Enhancement Rate	33.0%	39.1%	46.3%
<i>Title III</i>			
Formula Entered Employment Rate	67.0%	80.3%	83.0%
Discretionary Entered Employment Rate	67.0%	81.9%	N/A
<i>Title IIB</i>			
Positive Termination Rate	75.0%	64.2%	60.0%
<i>Additional Incentive Award Standards</i>			
Adult Barriers	50.0%	82.2%	82.6%
Youth Barriers	50.0%	77.6%	75.2%
Economic Development (Adult)	25.0%	40.0%	32.0%
<i>Non-standard Data</i>			
Adult Average Hourly Wage Upon Termination	N/A	\$5.88	\$6.12

APPENDIX A--contd.

Category	Standard	Bos Perf.	Cep Perf.
Welfare Adult Average Hourly Wage Upon Termination	N/A	\$6.03	\$6.07
Youth Average Hourly Wage Upon Termination	N/A	\$5.17	\$5.11
Category	Standard	Statewide	
<i>Title III</i>			
Statewide 40% Entered Employment Rate	67.0%	72.9%	
<i>3% Older Worker</i>			
Entered Employment Rate	62.0%	76.3%	
Wage at Placement	\$5.00	\$5.89	
Cost per Entered Employment	\$4,500	\$3,721	
<i>State Displaced Homemaker</i>			
Entered Employment Rate	62.0%	74.7%	
Wage at Placement	\$5.00	\$5.62	
Cost per Entered Employment	\$4,500	\$1,671	
<i>Title IVC Veterans</i>			
Wage at Placement	\$5.33	\$7.20	

*Data not available.

Sources:

- (1) JTPA Semiannual Status Report (amended 10/28/91), JTPA Annual Status Report (JASR), and Worksheets, 07/01/90-06/30/91, Research, Safety and Training Division, Dept. of Labor & Industry
- (2) Title IIB Data, Calendar Year 1991, Montana Job Training Partnership, Inc.
- (3) Administrative Entity Data Collection Instruments, PY 1990, Montana Job Training Partnership, Inc. and Research, Safety and Training Division, Dept. of Labor & Industry

APPENDIX B

JTPA PERFORMANCE - PY 1991

Category	Standard	BOS Perf.	CEP Perf.
<i>Title IIA</i>			
Adult Follow-up Entered Employment Rate	62.0%	73.0%	67.0%
Adult Weekly Earnings at Follow-up	\$182.75-191.76	\$249.37	\$225.94
Adult 26-week Follow-up Interim Research Standard	60.0%	*	*
Welfare Follow-up Entered Employment Rate	51.0%	63.0%	63.0%
Welfare Weekly Earnings at Follow-up	\$176.93-180.34	\$223.60	\$203.26
Welfare 26-week Follow-up Interim Research Standard	60.0%	*	*
Youth Entered Employment Rate	45.0%	67.0%	78.0%
Youth Employability Enhancement Rate	33.0%	51.0%	56.0%
<i>Title III</i>			
Formula Entered Employment Rate	67.0%	83.7%	81.1%
Discretionary Entered Employment Rate	67.0%	54.4%	100%
<i>Title IIB</i>			
Positive Termination Rate	75.0%	27.6%	34.9%
<i>Additional Incentive Award Standards</i>			
Adult Barriers	50.0%	84.0%	90.0%
Youth Barriers	50.0%	83.0%	91.0%
Economic Development (Adult)	25.0%	57.0%	42.0%
<i>Non-standard Data</i>			
Adult Average Hourly Wage Upon Termination	N/A	\$6.39	\$6.24

APPENDIX B--contd.

Category	Standard	BOS Perf.	CEP Perf
Welfare Adult Average Hourly Wage Upon Termination	N/A	\$6.06	\$5.83
Youth Average Hourly Wage Upon Termination	N/A	\$5.46	\$4.90
Category	Standard	Statewide	
<i>Title III</i>			
Statewide 40% Entered Employment Rate	67.0%	78.0%	
Discretionary Entered Employment Rate	67.0%	65.9%	
<i>3% Older Worker</i>			
Entered Employment Rate	62.0%	77.7%	
Wage at Placement	\$5.00	\$5.73	
Cost per Entered Employment	\$4,500	\$3,423	
<i>State Displaced Homemaker</i>			
Entered Employment Rate	62.0%	74.4%	
Wage at Placement	\$5.00	\$6.05	
Cost per Entered Employment	\$4,500	\$1,730	
<i>Title IVC Veterans</i>			
Wage at Placement	\$6.00	\$7.08	

*Data not available.

Sources:

- (1) JTPA Semiannual Status Report (amended 10/07/92) and Worksheets, 07/01/91-06/30/92, Research, Safety and Training Division, Dept. of Labor & Industry
- (2) Title IIB Data, Calendar Year 1992, Montana Job Training Partnership, Inc.
- (3) Administrative Entity Data Collection Instrument, PY 1991, Montana Job Training Partnership, Inc. and Research, Safety and Training Division, Dept. of Labor & Industry

APPENDIX C

JTPA CLIENT CHARACTERISTICS

PY 1991

Characteristics	IIA Adult and Youth			
	BOS Plan	BOS Act.	CEP Plan	CEP Act.
Male	N/A	39.8%	N/A	32.9%
Female	50.0%	60.2%	50.0%	67.1%
Economically Disadvantaged	90.0%	*	90.0%	*
White	N/A	84.1%	N/A	90.9%
Black	1.0%	0.8%	0.6%	0.3%
Hispanic	1.0%	2.0%	0.6%	1.9%
American Indian/Alaskan	13.0%	12.5%	4.0%	6.9%
Asian/Pacific Islander	1.0%	.5%	0.6%	0.0%
Age 45-54 (Adult)	N/A	8.0%	6.0%	9.3%
Age 55+ (Adult)	3.0%	2.6%	4.0%	1.4%
Handicapped	8.0%	19.8%	9.0%	14.7%
Offender	5.0%	9.4%	5.0%	11.3%
School Dropout	16.0%	13.8%	14.0%	16.0%
Disp. Homemaker (Adult)	14.0%	24.2%	14.0%	26.9%
Single Parent	N/A	30.2%	N/A	32.6%
Veteran (Adult)	15.0%	13.1%	15.0%	13.9%
Unemp. Comp. Clm. (Adult)	6.0%	9.3%	5.0%	6.7%
WIN/AFDC E&T Registrant	9.0%	22.7%	10.0%	35.4%

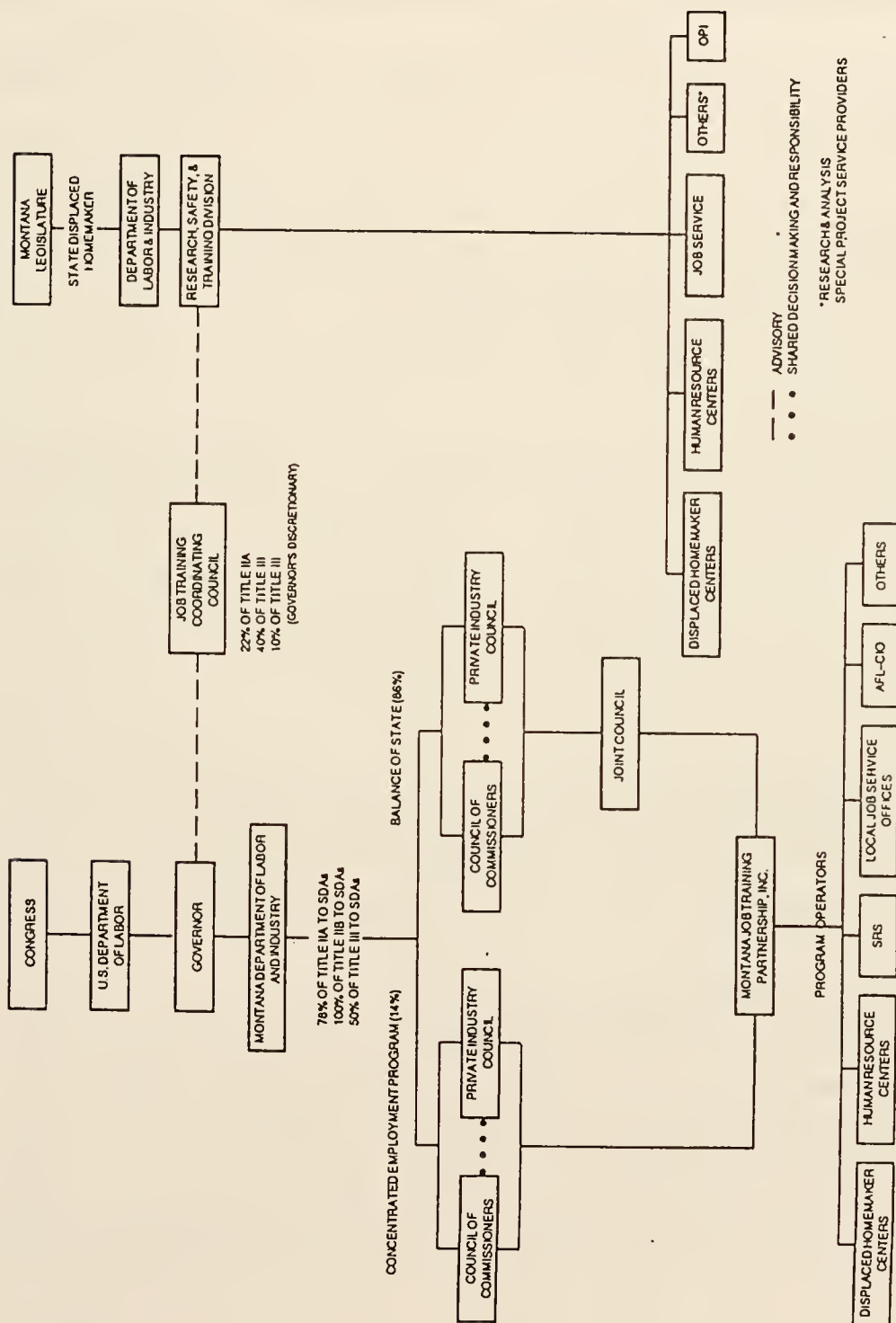
APPENDIX C--contd.

Characteristics	Actual			
	Total Title III	State Dis.Home.	3% Older Worker	IVC Veterans
Male	77.3%	1.8%	48.9%	90.0%
Female	22.7%	98.2%	51.1%	10.0%
School Dropout	8.8%	11.0%	21.1%	0.0%
Minority	10.7%	4.9%	10.0%	25.0%
Age 29 and under	20.3%	17.7%	N/A	N/A
Single Parent	12.9%	61.6%	N/A	10.0%
Handicapped	9.7%	8.5%	23.3%	15.0%
Veteran	27.5%	N/A	46.7%	100.0%
Unemp. Comp. Claimant	59.2%	9.1%	7.8%	25.0%

*Data not available.

Sources:

- (1) Job Training Partnership Act Annual Status Report Worksheets, IIA Adult and Youth, From: 07/01/91 to 06/30/92, Montana Job Training Partnership, Inc. and Research, Safety and Training Division, Dept. of Labor & Industry
- (2) Demographics Plan VS Actual (SDA), Title 2A, II-Adult & Youth, Period: 07/01/91 to 06/30/92, Montana Job Training Partnership, Inc.



APPENDIX E

SUMMARY

JTPA EXPENDITURES & SERVICE

Programs	Expenditures		Clients Served	
	PY 1990	PY 1991	PY 1990	PY 1991
<i>Title IIA Adult and Youth</i>				
Total SDA Expenditures	\$ 6,594,180	\$ 5,938,805(1)	3,479	3,236
Administration	1,005,961	822,418		
Training	4,835,274	4,375,537		
Participant Support	752,945	740,850		
<i>8% Education</i>				
Total Expenditures	\$ 532,512	\$ 534,495	987	1,101
<i>3% Older Worker</i>				
Total Expenditures	\$ 227,004	\$ 239,638(2)	115	120
Administration	33,096	34,153		
Training	178,712	189,453		
Participant Support	15,196	16,032		
<i>5% Audit & State Administration</i>				
Total Expenditures	\$ 361,539	\$ 295,808	--	--
<i>6% Technical Assistance Only</i>				
Total Expenditures	\$ 149,008	\$ 121,931	--	--
<i>Title IIB Summer Youth (Calendar Years 1991 and 1992)</i>				
Total SDA Expenditures	\$ 2,531,235	\$ 3,260,713	1,470	1,798
Administration	320,252	392,389		
Training	2,192,508	2,830,413		
Participant Support	18,475	37,911		

APPENDIX E--contd.

Programs	Expenditures		Clients Served	
	PY 1990	PY 1991	PY 1990	PY 1991
<i>Title IVC Veterans</i>				
Total Expenditures	\$ 54,781	\$ 55,000	37	26
Administration	8,051	8,203		
Training (OJT)	46,730	46,797		
<i>Title III Dislocated Worker (EDWAA)</i>				
Total State 40%	\$ 722,627	\$ 710,176(3)	563	530
Total SDA Formula	\$ 1,079,711	\$ 1,019,481(4)	972	724
Total Discretionary (5)	\$ 279,722	\$ 690,760(5)	130	299
<i>State Displaced Homemaker</i>				
Total Expenditures	\$ 212,242(6)	\$ 211,027(6)	248	226
Local Administration	18,165	18,064		
Training	180,784	179,753		
Participant Support	13,293	13,210		

- (1) Does not include \$520,651 Unemployment Insurance Administrative Tax
- (2) Includes \$5,229 Unemployment Insurance Administrative Tax
- (3) Includes \$120,925 Unemployment Insurance Administrative Tax
- (4) Includes \$181,388 Unemployment Insurance Administrative Tax
- (5) For the period October 10, 1991-October 31, 1992
- (6) 100% Funding from Unemployment Insurance Administrative Tax

Sources:

- (1) JTPA Semi-annual Status Report (amended 10/07/92 and Worksheets, 07/01/91-06/30/92, Research, Safety and Training Division, Dept. of Labor & Industry
- (2) JTPA Semiannual Status Report (amended 10/28/91), JTPA Annual Status Report (JASR) and Worksheets, 07/01/90-06/30/91, Research, Safety and Training Division, Dept. of Labor & Industry, and Montana Job Training Partnership, Inc.
- (3) Title IIB Data, Calendar Years 1991 & 1992, Montana Job Training Partnership, Inc.
- (4) Administrative Entity Data Collection Instruments, PYs 1990 and 1991, Research, Safety and Training Division, Dept. of Labor & Industry and Montana Job Training Partnership, Inc.

APPENDIX F

8% EDUCATION

PROGRAM YEAR 1990

<u>Agency/Project Title</u>	<u>Expendi- ture</u>	<u>Enroll- ment</u>	<u>Place- ment</u>
<u>Billings Job Service</u> , World of Work, basic education	\$ 83,208	330	*
<u>Butte School Dist. #1</u> , Basic education, job specific skills	51,049	53	*
<u>Dawson Community College</u> , Dropout prevention, youth transition, basic education, outreach	37,157	94	*
<u>Great Falls School Dist. #A</u> , Basic education, youth transition	70,275	137	*
<u>Helena High School Dist. #1</u> , Basic education	54,813	45	*
<u>Northwest Montana Human Resources, Inc.</u> , World of Work, dropout prevention, youth transition	65,591	116	*
<u>Missoula Co. High School Dist.</u> , World of Work, basic education	52,952	117	*
<u>Dist. IX Human Resource Development Council</u> , Youth transition, basic education	26,675	23	*
<u>Montana Career Information System</u> , Montana Career Information System	10,000	--	--
<u>Office of Public Instruction</u> , Administration	44,277	--	--
<u>Grand Total</u>	\$495,998	915	

*Data not available. Statewide placement rate was 23.2%.

Sources:

- (1) FY91 JTPA 8% Monthly Report, Office of Public Instruction
- (2) Job Training Partnership Act Annual Status Report, Education 8%, from: 07/01/90 to 06/30/91, Research, Safety and Training Division, Dept. of Labor & Industry

APPENDIX G

8% EDUCATION

PROGRAM YEAR 1991

<u>Agency/Project Title</u>	<u>Expendi- ture</u>	<u>Enroll- ment</u>	<u>Place- ment</u>
<u>Billings Job Service, World of Work</u>	\$ 48,879	143	79
<u>Butte, School Dist. #1, Basic education and job specific skills</u>	47,984	32	1
<u>Dawson Community College, Basic education and dropout prevention</u>	19,276	74	0
<u>Great Falls, School Dist. #A, Basic education, employment and training</u>	75,228	192	20
<u>Helena High School Dist. #1, Basic education</u>	49,412	35	4
<u>Northwest Montana Human Resources, Inc., World of Work, dropout prevention, youth transition</u>	66,836	181	24
<u>Missoula Co. High School Dist., World of Work, basic education</u>	85,784	155	86
<u>Dist. IX Human Resource Dev. Council, Youth transition, basic education</u>	22,817	19	8
<u>Billings School Dist. #2, Basic education</u>	57,637	131	0
<u>Miles Community College, Basic education</u>	18,068	18	5
<u>Montana Career Information System, Montana Career Information System</u>	10,000	--	--
<u>Office of Public Instruction, Administration</u>	37,864	--	--
<u>Grand Total</u>	\$539,785	980	227

Source:

(1) FY92 JTPA 8% Monthly Report, Office of Public Instruction

MONTANA COUNCIL ON VOCATIONAL EDUCATION

Membership 1992-93

Dr. Jon Jourdonnais Chairman	Great Falls	Small Business
Col. Gordon Simmons Vice Chairman	Missoula	Small Business
Fred Clark	Butte	Labor
Jeff Dietz	Billings	Education
Ann Haagenstad	Clancy	Education
Dr. August Korb	Havre	Education
Dr. Dennis Lerum	Missoula	Education
Jesse O'Hara	Great Falls	Education
Dr. Robert Schaal	Kalispell	Education
James Schultz	Lewistown	Agriculture
Sen. Charles Swysgood	Dillon	Business JTCC
Avis Ann Tobin	Helena	Business
Howard Williams	Helena	Labor
 <u>Staff:</u>		
Jim Fitzpatrick	Helena	Executive Director
Lucie Willson	Helena	Program Specialist

1228 11th Avenue
Helena, Montana 59620
Telephone 406-444-2964
Fax 406-444-1523

